

Marion County Public Schools

North Marion High School



2015-16 School Improvement Plan

North Marion High School

151 W HIGHWAY 329, Citra, FL 32113

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	70%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Marion County School Board on 12/8/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To prepare our students in an atmosphere of encouragement, enthusiasm and excellence for further education, future employment and effective citizenship.

Provide the school's vision statement

Engaging, enriching, and empowering today's students to become tomorrow's leaders.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The following are some of the school wide means used to encourage relationship building between teachers and students: the administration conduct climate surveys; each student completes a student information sheet for each class; staff members volunteer as club sponsors, athletic coaches, and after-school tutors; staff members also volunteer at dances, grad bash, and prom. In addition to each of these, individual teachers each have unique ways they go about building relationships with our students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

North Marion High School provide students with a safe environment by ensuring adequate supervision at all times. School wide behavioral expectations are taught, modeled, and reinforced throughout the school year.

There are thorough plans for responses to emergency situations that may occur including fire, weather, weapon on campus, dangerous person on campus, bomb threat, etc. Drills are conducted multiple times during the school year.

A discipline committee is established and meets regularly for the purpose of examining policy, procedures, and making recommendations for any changes as necessary.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

North Marion High School has school-wide expectations which are:

Do What's Right!

Do Your Best!

Treat Others the way you want to be Treated!

Students are encouraged to follow these school-wide expectations throughout the school day in any given situation. When students follow the school-wide expectations, they will be successful at North Marion High School in all facets of their school life. These expectations can apply to any situation, even at home. Parents are encouraged to discuss these expectations with their children.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

North Marion High synergy team meets every Thursday to discuss current data on at risk students as well as positives/challenges from the previous week. The Synergy Team consists of school psychologist, assistant principals, deans, guidance counselors, behavioral specialist, resource compliance specialist, and social workers. The ultimate goal for each meeting is to walk away from the table with identifiable needs and an action plan for any struggling student.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	30	40	55	60	185
One or more suspensions	3	23	17	43	86
Course failure in ELA or Math	58	50	36	16	160
Level 1 on statewide assessment	110	96	68	29	303

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	50	68	50	33	201

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Student Success Time: This is allocated time that is provided each Friday during which students receive additional assistance in any academic area(s) as needed.
 Problem Solving Team (Synergy Team): Members of this team mentor seniors that are at risk academically.
 Intensive Courses: Students are placed in an intensive reading and/or math class if they score a level 1 or 2 on the state assessment.
 Interventions used in the classroom setting include:
 Reading: Reading Plus, Fastforward, Rewards
 Math: Algebra Nation, Successmaker
 Writing: DBQ and Demand Writing
 Behavior: Character Development Academy, Check in Check out, Mentor

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

To increase parental involvement North Marion High school uses the school website, Connect 5 system, Twitter, and School Way application as a communication tool. Parents are encouraged to attend conferences, open houses, SAC meetings, and orientations. Student reports cards are distributed quarterly and parents can utilize Parent Portal to track student academic progress along with state assessment scores and attendance . The school mission and vision are listed on our website and are included on a number of documents provided to parents.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The administration actively seeks communication with local business leaders in an effort to establish business partnerships. The principal meets regularly with local community leaders to share the goals and progress of the school and to seek input and support from the community. Members of the community are encouraged to participate in the School Advisory Committee and are offered ways in which they can provide resources to support the school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Whitehouse, Benjamin	Principal
Livengood, Danielle	Assistant Principal
Murphy, Shameka	Assistant Principal
Spencer, Dana	Other
Miller, William	Other
Ostanik, Eric	Dean
Tucker, Donald	Other
Stover, Stephanie	Instructional Media
Brown, Elizabeth	Other
Panitzke, Robert	Dean
Galvan, David	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

School Administration provides a common vision for understanding data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Guidance Counselors participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.

Deans of Discipline participate in collection, interpretation, and analysis of data, facilitate development of intervention plans, provide support for intervention fidelity and documentation, and provide professional development and technical assistance for problem-solving activities.

Select General Education Teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with SAT team to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

ESE Teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as lesson planning and co-teaching.

Professional Development Specialist provide guidance on the K-12 reading plan; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning for teachers.

Social Workers/Social Worker Assistants provide interventions for students. They work with child-serving community agencies to support the child's academic, emotional, behavioral, and social success.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Members of the MTSS leadership team at North Marion High School are directly involved in the development of the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/

emotional areas that needed to be addressed; set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

The MTSS Leadership Team at NMHS provides support in the following ways: (1) provides strong administrative support to ensure commitment and resources (2) facilitates strong teacher support to share in the common goal of improving student performance and/or behavior and (3) leads in building staff support, internal capacity, and sustainability over time.

Title I Part A - N/A

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: Pre-Kindergarten program offered at selected school sites

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School....

Other agencies that you may be collaborating with for various programs:

Marion County Children's Alliance

Education Foundation

Early Learning Coalition of Marion County

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Julie Vaden	Parent
Bette Harris	Business/Community
Ben Whitehouse	Principal
Diane James	Business/Community
Bobby Jones	Parent
Bob Panitzke	Teacher
Lori Roberts	Parent
Craig Lilly	Teacher
Shameka Murphy	Education Support Employee
Ola Brown	Teacher
Melinda Brown	Parent
Kimberly James	Parent
Tamara Givner	Parent
Cathy Butler	Parent
Galen Mays	Teacher
Karen Edge	Parent
Janice Ray	Parent
Ruth Prince	Parent
Jackie Beard	Parent
James Mosher	Parent
Carrie Mosher	Parent
Kyle Butler	Student
Leah Butcher	Student
Karen Moats	Parent
Cordell Moats	Student
Justin Shirley	Student
John Shirley	Parent
Nathaniel Bias	Student
Ashley Shirley	Student
Cristian Torres	Student
Niel Delano	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC members will participate in a workshop in which we will brainstorm the best strategies for the goals addressed in the School Improvement Plan.

Development of this school improvement plan

The School Advisory Council (SAC) will actively participate in the creation and revision of the School Improvement Plan. They will make suggestions and give feedback about the programs that are currently being utilized at North Marion High School.

Preparation of the school's annual budget and plan

SAC members will give input on events and activities that are positive as well as giving input on events and activities that may need to change.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The school will schedule and conduct monthly SAC meetings at times when parents are able to attend. We will continue to send out voice message recordings that invites and encourages parents to come be a part of the SAC committee.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Livengood, Danielle	Assistant Principal
Murphy, Shameka	Assistant Principal
Heck, Stacey	Psychologist
McKinon, James	Guidance Counselor
West, Kimi	Guidance Counselor
Ostanik, Eric	Dean
Whitehouse, Benjamin	Principal
Brown, Elizabeth	Other
Panitzke, Robert	Dean
Ross, Jessica	Guidance Counselor
Galvan, David	Guidance Counselor
Thomas, Krystal	Other
Stover, Stephanie	Instructional Media
Brown, Ola	Teacher, K-12
Pilcher, Martha	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT is active in providing to students instruction/tutoring during the school day based on specific student needs. They incorporate differentiated instruction and utilize strategies to connect the diverse learners to the material while equipping students with the skills to become proficient in reading. They maximize community support by incorporating events/activities that provide opportunities for parents to participate in the learning with their child.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaborative planning is scheduled so that there is a school-wide commitment to teacher planning. Planning time is set aside for teachers by grade, subject, and course. In the event that there is a need for training or collaboration that involves an entire grade level or subject area this time will be used so that individual planning time will not be encroached.

- Horizontal Collaboration (1st Tuesday of the month) – Grade levels will work together in areas that the grade level identifies in order to support all teachers and students at the grade level. Grade levels will collaborate according to the posted Horizontal Collaboration chart detailing the list of teachers for each grade and the location of each grade.
- Focused Collaboration (2nd and 4th Tuesday) – Course specific collaboration will be scheduled every other week to facilitate planning for instruction at the course level. If there is more than one teacher teaching a course the teachers are to get together to review curriculum maps, instructional material, etc. Teachers who teach more than one course should alternate Focused collaboration dates so that maximum collaboration can be achieved. Focused collaboration is scheduled planning time. Absence from school is the only reason a teacher would not attend.
- Vertical Collaboration (3rd Tuesday of the month) – Subject areas will work together to share best practices, work on incorporating effective reading strategies in the subject areas and ensure that there

are common expectations from 9th to 12th grade. Teachers will be grouped according to Common Core subjects and Lead Teachers will conduct district required training during this time.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Teachers seeking employment complete an online application through the Marion County Public School Personnel Office. Once the Personnel office posts available positions, prospective teachers can then apply for the positions in which they have an interest and qualifications. School level principals select a group of highly qualified persons to interview. The interview process includes the principal and an assistant principal. The interview team may also include a representative from the department. In an effort to retain highly qualified teachers, the district provides a mentorship program for new and beginning teachers where they are paired with an experienced staff member. In addition, we provide additional support at the school level. The Assistant Principal of Instruction, Shameka Murphy, oversees the new teacher mentoring program at North Marion High School. With a focus on continuous improvement for each member of the instructional staff, implementation of the MCIES teacher evaluation system is monitored by the Administrative team on an ongoing basis.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All returning staff members are encouraged to support and meet the needs of teachers who are joining our staff.

Staff Mentors are staff members who are paired with new or experienced teachers who have transferred to North Marion High School. Their role is to be available to assist with general procedures and directions for teachers. They are assigned by proximity and/or subject area depending on the experience of the teacher new to North Marion High School.

New Staff Member Subject Mentor

Ryan Hayes Math John Jacobs

Lori Albritton Applied Tech Sonja Christmas

Maria Fernandez Math Pamela Plumlee

Colton Tucker Science Penny Howard

Blair Callaway English DC Burkett-Blackburn

Jacob Moser Science Carla Reedy

Onesimo Banda Reading - 12th grade Martha Pilcher

David Galvan Guidance Donald Tucker

Jessica Ross Guidance Dr. Kimi West

Elizabeth Elrod-Brown Professional Development Specialist Shameka Murphy

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Through committees, there is a district review of multiple research based instructional materials and programs which align with the Florida standards. In addition classroom instruction and lesson plans are monitored by school based administration and mentor/lead teachers.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Administration in a combined effort with staff uses evidence from the analysis of FCA results, District Benchmark Assessment results, Learning Checks, End of Course Exams, FCAT, FSA results to determine professional development needs and areas of concern. In addition, administrators also use classroom walkthroughs/observations, teacher surveys, and team meeting notes to assist in the process of determining where instruction needs improvement.

Teachers utilize data from progress monitoring assessments designed to measure students' proficiency on each benchmark. Curriculum maps identify the specific times that these assessments are given throughout the year. This data is compared between and among teachers. Based on an analysis of the data, best practices are identified and shared. Teachers utilize resources from the state adopted textbooks that are specifically intended for intensive and/or remedial type instruction. Instructional software programs along with internet based instructional web sites such as FCAT Explorer, Rewards, ReadingPlus and Voyager are also utilized. In a PLC, teachers discuss best practices and research different methods of providing instruction to students on non-mastered skills.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 8,625

With a focus on graduating students in a timely manner, we utilize the PLATO program. It is an online credit recovery program used to provide credit or GPA deficient students the opportunity to recover credits and/or earn grade forgiveness as necessary.

Strategy Rationale

This allows credit or grade deficient students the opportunity to graduate from high school in a timely manner.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Livengood, Danielle, danielle.livengood@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The number of students who earned credit during the summer session along with the number of total credits generated.

Strategy: Summer Program

Minutes added to school year: 3,000

Algebra I Boot Camp is a program designed to give additional support to students who did not successfully pass the Algebra I End of Course Exam.

Strategy Rationale

To give additional support to students to prepare them for the Algebra I End of Course Exam retakes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Livengood, Danielle, danielle.livengood@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance records for the Algebra 1 Boot Camp and Algebra I End of Course Exam scores.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

North Marion High School has developed a comprehensive program that encompasses 9th Grade Preview day which is held annually for incoming 9th grade students. It allows them to become familiar with the campus and meet key members of the administrative team. During the preview, students are assigned to ambassadors that are selected by staff member. Students are given pertinent information about graduation requirements, the AICE program, student network accounts, school-wide expectations, school culture, and extracurricular sports/activities.

Throughout attendance at NMHS, all students are carefully monitored in an effort to insure college readiness. Guidance Counselors and Deans are assigned by grade levels which assist in the monitoring of students academically and/or behaviorally. Deans work with students to develop a post-graduation plan so that each student has a plan before leaving NMHS.

The district hosts an annual Career and College Expo specifically designed for 12th grade students and parents. In addition all 12th Grade students at NMHS are provided the opportunity to attend presentations from a variety of colleges/universities throughout the school year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Guidance counselors are assigned to students by graduation class and move up with students during their time at NMHS. This allows students to develop a relationship with their guidance counselor and allows the guidance counselor to closely monitor and support each student's course of study.

North Marion High School offers the following:

- College and Career Lab that helps coordinate all college and career activities
- Senior page on the school website that shares pertinent information about scholarships

- College bulletin board that displays pertinent college information
- Guest Speakers from University and Colleges

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The vocational classes offered at NMHS provide a variety of opportunities for students to see relationships between subjects and relevance to their future.

The career and technical educations and industry certifications programs are the following:

- Agriscience and natural resources education - Animal Science and Services
- Diversified Education (cooperative education) - Job Preparatory
- Business and Information Technology - Digital Design and Web Design
- Health Science Education - Allied Health Assisting
- Industrial Education - Automotive Service Technology and Television Production
- Public Service Education - Criminal Justice

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

North Marion High School has taken the following initiatives to integrate career and technical education with academic courses which has supported student achievement.

- Biotechnology classes supports Biology and Chemistry
 - Agriculture classes integrates with Biology and Environmental Science
 - Joint projects between Allied Health and Television Production are being formed
- Students are scheduled into more challenging courses based on their ability. Student are given PERT to determine career and College readiness and are scheduled accordingly. Student are encouraged to complete 3 years of vocational classes to complete industry certification.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded through out the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

All students are carefully monitored to ensure all students have an opportunity to be college ready upon graduation. Deans work with students on their post-graduation plan so that each student who graduates has a plan before leaving NMHS.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** North Marion High School will continue the school-wide emphasis on rigorous instruction to improve student performance on state assessments.
- G2.** North Marion High School will provide differentiated instruction to improve student performance on state assessments.
- G3.** North Marion High School will continue school-wide emphasis on writing across the content area to improve student performance on state assessment.
- G4.** North Marion High School administration will provide effective feedback to teachers to improve student performance on state assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. North Marion High School will continue the school-wide emphasis on rigorous instruction to improve student performance on state assessments. 1a

G072507

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	63.0
AMO Reading - All Students	58.0
Algebra I EOC Pass Rate	43.0
Geometry EOC Pass Rate	56.0
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal 2

- Administration
- Professional Development Specialist

Targeted Barriers to Achieving the Goal 3

- Professional development

Plan to Monitor Progress Toward G1. 8

Teachers will use rigorous instruction in the classrooms to include literacy, collaboration, and differentiation.

Person Responsible

Benjamin Whitehouse

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Weekly classroom walkthroughs, FCA data, quarterly benchmark assessments, learning checks, Florida Assessments, End of Course exams, and FCAT 2.0 data.

G2. North Marion High School will provide differentiated instruction to improve student performance on state assessments. **1a**

G072508

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	43.0
AMO Math - All Students	63.0
Geometry EOC Pass Rate	55.0
AMO Reading - All Students	58.0
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal **2**

- Administration
- Professional Development Specialist

Targeted Barriers to Achieving the Goal **3**

- Professional development

Plan to Monitor Progress Toward G2. **8**

Monitor SuccessMaker, Read 180, Rewards, and Aimsweb data

Person Responsible

Shameka Murphy

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Improved benchmark data

G3. North Marion High School will continue school-wide emphasis on writing across the content area to improve student performance on state assessment. 1a

G072509

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal 2

- Administration
- Professional Development Specialist

Targeted Barriers to Achieving the Goal 3

- The amount of writing practice needed/desired to improve scores on a consistent basis.
- Professional development

Plan to Monitor Progress Toward G3. 8

Provide training on writing instruction.

Person Responsible

Benjamin Whitehouse

Schedule

Quarterly, from 8/13/2015 to 5/27/2016

Evidence of Completion

Weekly walkthroughs and student writing samples

G4. North Marion High School administration will provide effective feedback to teachers to improve student performance on state assessments. 1a

G072510

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	63.0
Algebra I EOC Pass Rate	43.0
Geometry EOC Pass Rate	56.0
AMO Reading - All Students	58.0
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal 2

- Administration
- Professional Development Specialist

Targeted Barriers to Achieving the Goal 3

- Professional development

Plan to Monitor Progress Toward G4. 8

Monitor FCA, Learning checks, and Benchmark data

Person Responsible

Shameka Murphy

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Improved scores

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. North Marion High School will continue the school-wide emphasis on rigorous instruction to improve student performance on state assessments. **1**

 G072507

G1.B1 Professional development **2**

 B188968

G1.B1.S1 Teachers will be provided professional development that will address rigorous instruction. **4**

 S200432

Strategy Rationale

If teachers receive professional development on rigorous instructions they can apply what they have learned into their lesson plans and lesson delivery.

Action Step 1 **5**

Teachers will participate in a book study.

Person Responsible

Benjamin Whitehouse

Schedule

Biweekly, from 9/4/2015 to 12/4/2015

Evidence of Completion

Weekly walkthroughs

Action Step 2 5

Teachers will be provided professional development training on rigorous instruction.

Person Responsible

Benjamin Whitehouse

Schedule

Quarterly, from 8/13/2015 to 5/27/2016

Evidence of Completion

Student work

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will conduct weekly walkthroughs to ensure that teachers are using rigorous instruction.

Person Responsible

Benjamin Whitehouse

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Engagement and focus on student learning in the classrooms and student work.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor FCA and Benchmark data

Person Responsible

Shameka Murphy

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Improved scores

G2. North Marion High School will provide differentiated instruction to improve student performance on state assessments. 1

G072508

G2.B1 Professional development 2

B188972

G2.B1.S1 Teachers will be provided professional development that will address differentiated instruction.

4

S200433

Strategy Rationale

If teachers are knowledgeable about differentiated instruction then it can be applied in the lesson plan and lesson delivery.

Action Step 1 5

Teachers will be provided professional development training on differentiated instruction.

Person Responsible

Benjamin Whitehouse

Schedule

Quarterly, from 8/13/2015 to 5/27/2016

Evidence of Completion

Weekly administrative walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrative walkthroughs

Person Responsible

Benjamin Whitehouse

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Administrative observations and student work samples.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Level 1 and 2 FCAT 2.0 math students are scheduled into Algebra 1A/1B. Students are provided whole group instruction and small group math instruction with rotations for computer based work.

Person Responsible

Danielle Livengood

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring of SuccessMaker

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Level 1 and 2 FCAT reading students are scheduled in intensive reading. Students are provided with whole group instruction and small group instruction.

Person Responsible

Danielle Livengood

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring of Read 180, Aimsweb, Rewards, and Reading Plus

G3. North Marion High School will continue school-wide emphasis on writing across the content area to improve student performance on state assessment. 1

G072509

G3.B1 The amount of writing practice needed/desired to improve scores on a consistent basis. 2

B188975

G3.B1.S1 Increase focus on writing across the curriculum including social studies QWAs and DBQs to support Language Arts classes. 4

S200434

Strategy Rationale

The more students are exposed to writing then students writing skills will improve.

Action Step 1 5

Train teachers on writing across the curriculum

Person Responsible

Benjamin Whitehouse

Schedule

Quarterly, from 8/13/2015 to 5/27/2016

Evidence of Completion

Improved scores on writing assignments

Action Step 2 5

Students will practice writing text-based documents in social studies classes.

Person Responsible

Benjamin Whitehouse

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Meaningful data will result in higher scores on each subsequent writing assessment.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The administrative team will monitor the instruction and feedback of DBQs and QWAs in Social Studies classes.

Person Responsible

Benjamin Whitehouse

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

More thought-provoking writing assignments assigned and better products turned in.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitor Demand Writing scores

Person Responsible

Shameka Murphy

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Improved writing scores

G3.B2 Professional development 2

B188976

G3.B2.S1 Teachers will be provided professional development that will address writing instruction. 4

S200435

Strategy Rationale

Providing professional development that focus on writing instruction will assist in teachers embedding writing in their lesson plans.

Action Step 1 5

Teachers will be provided training on writing in the content area.

Person Responsible

Benjamin Whitehouse

Schedule

Quarterly, from 8/13/2015 to 5/27/2016

Evidence of Completion

Student work samples

Action Step 2 5

Teachers will read and discuss articles on effective writing instruction and implement in class.

Person Responsible

Benjamin Whitehouse

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

The administrative team will monitor the instructions and feedback

Person Responsible

Benjamin Whitehouse

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

More higher order writing assignments assigned and better products turned in.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monitor Teacher writing binder and demand writing scores.

Person Responsible

Benjamin Whitehouse

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student writing work samples and improved writing scores

G4. North Marion High School administration will provide effective feedback to teachers to improve student performance on state assessments. 1

G072510

G4.B1 Professional development 2

B188978

G4.B1.S1 Teachers will receive professional development on effective feedback strategies. 4

S200436

Strategy Rationale

If students receive effective feedback then it will assist in improving student performance.

Action Step 1 5

Teachers will receive training on effective feedback.

Person Responsible

Benjamin Whitehouse

Schedule

Quarterly, from 8/13/2015 to 5/27/2016

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrative walkthroughs

Person Responsible

Benjamin Whitehouse

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Observations and student work samples

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Monitor FCA, Learning checks, and Benchmark data

Person Responsible

Shameka Murphy

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Improved scores

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will participate in a book study.	Whitehouse, Benjamin	9/4/2015	Weekly walkthroughs	12/4/2015 biweekly
G2.B1.S1.A1	Teachers will be provided professional development training on differentiated instruction.	Whitehouse, Benjamin	8/13/2015	Weekly administrative walkthroughs	5/27/2016 quarterly
G3.B1.S1.A1	Train teachers on writing across the curriculum	Whitehouse, Benjamin	8/13/2015	Improved scores on writing assignments	5/27/2016 quarterly
G3.B2.S1.A1	Teachers will be provided training on writing in the content area.	Whitehouse, Benjamin	8/13/2015	Student work samples	5/27/2016 quarterly
G4.B1.S1.A1	Teachers will receive training on effective feedback.	Whitehouse, Benjamin	8/13/2015	Student work samples	5/27/2016 quarterly
G1.B1.S1.A2	Teachers will be provided professional development training on rigorous instruction.	Whitehouse, Benjamin	8/13/2015	Student work	5/27/2016 quarterly
G3.B1.S1.A2	Students will practice writing text-based documents in social studies classes.	Whitehouse, Benjamin	8/17/2015	Meaningful data will result in higher scores on each subsequent writing assessment.	5/27/2016 biweekly
G3.B2.S1.A2	Teachers will read and discuss articles on effective writing instruction and implement in class.	Whitehouse, Benjamin	8/17/2015	Student work samples	5/27/2016 quarterly
G1.MA1	Teachers will use rigorous instruction in the classrooms to include literacy, collaboration, and differentiation.	Whitehouse, Benjamin	8/17/2015	Weekly classroom walkthroughs, FCA data, quarterly benchmark assessments, learning checks, Florida Assessments, End of Course exams, and FCAT 2.0 data.	5/27/2016 weekly
G1.B1.S1.MA1	Monitor FCA and Benchmark data	Murphy, Shameka	8/17/2015	Improved scores	5/27/2016 weekly
G1.B1.S1.MA1	Administrators will conduct weekly walkthroughs to ensure that teachers are using rigorous instruction.	Whitehouse, Benjamin	8/17/2015	Engagement and focus on student learning in the classrooms and student work.	5/27/2016 weekly
G2.MA1	Monitor SuccessMaker, Read 180, Rewards, and Aimsweb data	Murphy, Shameka	8/17/2015	Improved benchmark data	5/27/2016 weekly
G2.B1.S1.MA1	Level 1 and 2 FCAT 2.0 math students are scheduled into Algebra 1A/1B. Students are provided whole group instruction and small group math	Livengood, Danielle	8/17/2015	Progress monitoring of SuccessMaker	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instruction with rotations for computer based work.				
G2.B1.S1.MA3	Level 1 and 2 FCAT reading students are scheduled in intensive reading. Students are provided with whole group instruction and small group instruction.	Livengood, Danielle	8/17/2015	Progress monitoring of Read 180, Aimsweb, Rewards, and Reading Plus	5/27/2016 weekly
G2.B1.S1.MA1	Administrative walkthroughs	Whitehouse, Benjamin	8/17/2015	Administrative observations and student work samples.	5/27/2016 weekly
G3.MA1	Provide training on writing instruction.	Whitehouse, Benjamin	8/13/2015	Weekly walkthroughs and student writing samples	5/27/2016 quarterly
G3.B1.S1.MA1	Monitor Demand Writing scores	Murphy, Shameka	8/17/2015	Improved writing scores	5/27/2016 monthly
G3.B1.S1.MA1	The administrative team will monitor the instruction and feedback of DBQs and QWAs in Social Studies classes.	Whitehouse, Benjamin	8/17/2015	More thought-provoking writing assignments assigned and better products turned in.	5/27/2016 weekly
G3.B2.S1.MA1	Monitor Teacher writing binder and demand writing scores.	Whitehouse, Benjamin	8/17/2015	Student writing work samples and improved writing scores	5/27/2016 weekly
G3.B2.S1.MA1	The administrative team will monitor the instructions and feedback	Whitehouse, Benjamin	8/17/2015	More higher order writing assignments assigned and better products turned in.	5/27/2016 weekly
G4.MA1	Monitor FCA, Learning checks, and Benchmark data	Murphy, Shameka	8/17/2015	Improved scores	5/27/2016 weekly
G4.B1.S1.MA1	Monitor FCA, Learning checks, and Benchmark data	Murphy, Shameka	8/17/2015	Improved scores	5/27/2016 weekly
G4.B1.S1.MA1	Administrative walkthroughs	Whitehouse, Benjamin	8/17/2015	Observations and student work samples	5/27/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. North Marion High School will continue the school-wide emphasis on rigorous instruction to improve student performance on state assessments.

G1.B1 Professional development

G1.B1.S1 Teachers will be provided professional development that will address rigorous instruction.

PD Opportunity 1

Teachers will participate in a book study.

Facilitator

Ben Whitehouse

Participants

All teachers

Schedule

Biweekly, from 9/4/2015 to 12/4/2015

PD Opportunity 2

Teachers will be provided professional development training on rigorous instruction.

Facilitator

School base administrators

Participants

All Teachers

Schedule

Quarterly, from 8/13/2015 to 5/27/2016

G2. North Marion High School will provide differentiated instruction to improve student performance on state assessments.

G2.B1 Professional development

G2.B1.S1 Teachers will be provided professional development that will address differentiated instruction.

PD Opportunity 1

Teachers will be provided professional development training on differentiated instruction.

Facilitator

Ben Whitehouse

Participants

Teachers

Schedule

Quarterly, from 8/13/2015 to 5/27/2016

G3. North Marion High School will continue school-wide emphasis on writing across the content area to improve student performance on state assessment.

G3.B1 The amount of writing practice needed/desired to improve scores on a consistent basis.

G3.B1.S1 Increase focus on writing across the curriculum including social studies QWAs and DBQs to support Language Arts classes.

PD Opportunity 1

Train teachers on writing across the curriculum

Facilitator

Ben Whitehouse

Participants

All teachers

Schedule

Quarterly, from 8/13/2015 to 5/27/2016

G3.B2 Professional development

G3.B2.S1 Teachers will be provided professional development that will address writing instruction.

PD Opportunity 1

Teachers will be provided training on writing in the content area.

Facilitator

Ben Whitehouse

Participants

All Teachers

Schedule

Quarterly, from 8/13/2015 to 5/27/2016

G4. North Marion High School administration will provide effective feedback to teachers to improve student performance on state assessments.

G4.B1 Professional development

G4.B1.S1 Teachers will receive professional development on effective feedback strategies.

PD Opportunity 1

Teachers will receive training on effective feedback.

Facilitator

Ben Whitehouse

Participants

Teachers

Schedule

Quarterly, from 8/13/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B1.S1.A1	Teachers will participate in a book study.				\$1,595.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$1,595.00
2	G1.B1.S1.A2	Teachers will be provided professional development training on rigorous instruction.				\$0.00
3	G2.B1.S1.A1	Teachers will be provided professional development training on differentiated instruction.				\$0.00
4	G3.B1.S1.A1	Train teachers on writing across the curriculum				\$0.00
5	G3.B1.S1.A2	Students will practice writing text-based documents in social studies classes.				\$0.00
6	G3.B2.S1.A1	Teachers will be provided training on writing in the content area.				\$0.00
7	G3.B2.S1.A2	Teachers will read and discuss articles on effective writing instruction and implement in class.				\$0.00
8	G4.B1.S1.A1	Teachers will receive training on effective feedback.				\$0.00
					Total:	\$1,595.00